

7-2001

A Place to Learn and a Place to Grow: School Gardens in the Los Angeles Unified School District, A Survey, Case Studies, and Policy Recommendations

Andrea Azuma

Tegan Horan

Robert Gottlieb

Occidental College

Follow this and additional works at: http://scholar.oxy.edu/uep_faculty

 Part of the [American Politics Commons](#), [Civic and Community Engagement Commons](#), [Community-based Learning Commons](#), [Community-based Research Commons](#), [Comparative Politics Commons](#), [Environmental Policy Commons](#), [Health Policy Commons](#), [Inequality and Stratification Commons](#), [Other Political Science Commons](#), [Other Public Affairs, Public Policy and Public Administration Commons](#), [Place and Environment Commons](#), [Politics and Social Change Commons](#), [Public Policy Commons](#), [Social Policy Commons](#), [Transportation Commons](#), [Urban Studies Commons](#), [Urban Studies and Planning Commons](#), and the [Work, Economy and Organizations Commons](#)

Recommended Citation

Azuma, Andrea; Horan, Tegan; and Gottlieb, Robert, "A Place to Learn and a Place to Grow: School Gardens in the Los Angeles Unified School District, A Survey, Case Studies, and Policy Recommendations" (2001). *UEP Faculty & UEPI Staff Scholarship*. http://scholar.oxy.edu/uep_faculty/656

This Article is brought to you for free and open access by the Urban and Environmental Policy at OxyScholar. It has been accepted for inclusion in UEP Faculty & UEPI Staff Scholarship by an authorized administrator of OxyScholar. For more information, please contact cdla@oxy.edu.

A PLACE TO GROW AND A PLACE TO LEARN

School Gardens in the Los Angeles Unified School District

A Survey, Case Studies, and Policy Recommendations



Andrea Azuma, Tegan Horan, Robert Gottlieb

Edited by: Mahnaz Ghaznavi

Table of Contents

“A Garden in Every Los Angeles School?” 2

Methods 4

Survey Findings 5

Case Studies 6

Discussion 8

Works Cited 11

Appendix: School Garden Survey Results 12

A PLACE TO GROW AND A PLACE TO LEARN

“A Garden in Every Los Angeles School?”

“Inch by inch, row by row, going to make this garden grow,” the opening lines of Dave Mallett’s wonderful song about the planting and nurturing of a garden could also be considered the motto of school garden advocates in the Los Angeles Unified School District (LAUSD). For the past several years, LAUSD school garden supporters, including teachers, parents, students, community activists, and principals, have sought, with few resources and until recently little institutional support, to establish school gardens. Their goal: to grow and sustain a garden in each of their schools and ultimately in every school in the District.

But can the Los Angeles Unified School District actually create a garden at every one of its schools? At first glance, given the turmoil associated with standards-based school curricula and performance pressures, as well as inadequate funding, that goal seems formidable. It’s not even clear just how many school gardens currently exist or how many may have been started but not sustained. Nor is there information about why schools have decided against establishing gardens on their campus.

Answers to those questions are critical if

“It’s healthy” “It’s fun” “We take care of it and try to make it grow”

Comments of 3rd grade students at Park Western Elementary School, LAUSD about their school garden plot.

the vision of a garden in every school is to be realized. Beginning in Spring 2000, the Urban and Environmental Policy Institute, with support from the John Randolph and Eleanor Haynes Foundation, sought to explore these issues through a comprehensive survey and analysis of school gardens in the Los Angeles Unified School District. Among other research objectives, the school garden survey was designed to evaluate whether the policy framework established at the state level on school gardens had translated into actual programs at school sites. This research was also designed to analyze the opportunities and barriers for a school garden policy in the LAUSD that could, in turn, be integrated into a broader “Healthy Schools” approach. Among other goals, Healthy Schools seek to link physical well being with a student’s critical capacity to learn. The survey was also designed to analyze the factors which make garden programs viable and whether those factors were able to contribute to the goals of a Healthy Schools approach.

The promotion of a garden in every school as representing a different approach to learning and a different kind of school environment has increased significantly in recent years. As early as 1995, the California Department of Education (CDE) established a School Garden Project through its Nutrition Education and Training Program, with a vision statement that spoke of the goal of a garden in every school. The CDE program identified school gardens as offering “dynamic, beautiful settings in which to integrate every discipline,

including science, math, reading, environmental studies, nutrition, and health.” The program also identified opportunities to establish community links through the development of school gardens and sought to stimulate interest by developing training materials and participating in meetings and conferences. Two years later, in March 1997, a “Garden in Every School” conference was held to explore these opportunities. Over 700 participants from dozens of schools and garden programs participated in the event, which was held at one of the pilot “edible landscape” programs situated at Martin Luther King Middle School in Berkeley (CDE 1998).

The value of establishing gardens in schools is not a new concept. At the turn of the last century, school gardens were instituted in dozens of schools as part of the Progressive Era emphasis on building character and efficiency skills and addressing the phenomena of the growth of urban areas and declining knowledge of food growing and cultivation skills. The ability of the school garden to be used as an instrument for social and moral education, to reaffirm a connection to the land and agricultural activity, and to prepare young people for entry into industrial life proved enormously appealing to educators during the Progressive Era. By the post World War II period, however, school gardens had become a casualty of the changing nature of school construction (more asphalt, less open space) and the changing patterns of food production that further eroded any direct knowledge about food growing. School gardens made a comeback in the 1990s due in part to the growing popularity of

community gardens in urban areas celebrated for their physical activity, community beautification, and food source benefits. In addition, school gardens were seen as crucial for their educational and nutritional values and for providing “learning-by-doing” educational tools used in a range of disciplinary contexts (as the CDE vision statement pointed out). Other studies indicated that participation in school gardens expanded the interest and desire of students to try new (and healthy) foods that had been grown in the garden and harvested by the student participants (Bassett 1981; Davis 1997).

*“We cannot insure the garden’s integrity”
“We would rather not have a garden at all than disappoint our students....”*

Comments of Robert Venegas, Principal,
Ford Boulevard Elementary School,
LAUSD

Identified for their many benefits, school gardens have therefore come to be recognized as a potentially low-cost, multi-purpose program with significant benefits. The California garden in every school slogan, which became widely known in both educational, environmental, and nutrition circles, identified a goal of establishing school gardens at *literally* every school site. It also assumed, though never made explicit, the need to develop a policy approach to be applied at the school district and even at the state level.

Some limited policy initiatives did result from this renewed attention, including the passage of AB 1014 on school instructional gardens. In Los Angeles,

the mayor's office, through the Environmental Affairs Department, established in 1999 a mini-grants program at 25 schools entitled "Gardens for Kids L.A." providing \$4,000 in funds for each school selected. The "Gardens for Kids LA" program complemented a number of existing school garden programs in southern California. These included those offered through the Los Angeles Systemic Initiative (LASI) of the Los Angeles Unified School District (LAUSD), the L.A. Conservation Corps' community and school garden program, and the Gardening Angels school garden program of UC Cooperative Extension. Each of these programs have provided technical resources to establish new school garden programs, while the LASI has also sought to develop potential school garden-based curriculum for schools in the LAUSD (Acuna 2000). Most recently, the LAUSD was funded through the California Nutrition Network to establish "nutrition teams" at schools, with a potential of linking school gardens with nutrition education and healthy food alternatives at school sites.

Given the popularity of the concept and its various supporters, the target of a garden in every school has appeared to be an achievable goal. While there are costs and maintenance issues associated with the development and sustainability of such a program, start-up costs tend to be quite low (and are often available on an in-kind basis). There are potentially a number of players (teachers, parents, after-school programs) that could also help in the operation and maintenance of such programs.

Up to now, however, little information has been available, in Los Angeles or on

a statewide basis, of progress toward the goal of a garden in every school. As part of its research on school-food issues, the Center for Food and Justice (formerly the Occidental Community Food Security Project) developed this survey of school garden programs in the Los Angeles Unified School District to identify the nature and extent of such programs. The survey also analyzed sustainability factors and the barriers and opportunities for creating new links with other community and school-based programs. Several case studies of individual school sites were also undertaken to further elaborate the findings from the survey. Finally, a policy review was undertaken to evaluate the ad hoc nature of current school garden programs and identify new policies that can sustain and expand such programs and incorporate them into a "Healthy Schools" District-wide policy.

Methods

The survey instrument (which is an appended to this report along with the survey results) was developed in the Summer of 1999, and included feedback from officials with University of California Cooperative Extension, the California Department of Education, and the LAUSD. It was first undertaken during June and July 2000. Additional survey work was conducted during the 2000-2001 school year. The survey was administered to a random sample of 25% of 427 elementary schools in the LAUSD. At the same time, a targeted survey of all schools in the northeast area of the LAUSD (Cluster 9) was also undertaken.

The survey had two sets of goals. The first was to quantify the number of schools with or without school gardens, including schools that had at one time developed a garden that was no longer maintained. The second set of goals included an in-depth examination of the issues associated with school garden programs and the opportunities and barriers associated with the development and sustainability of such programs.

A total of 131 schools were contacted for the survey. Of this number, 125 schools completed the survey or were contacted by phone to determine the status of their school garden (or lack of one). This baseline data (constituting 95% of the random selection of schools) answers the question: how close are we to achieving a “garden in every school.” 84 of the 131 schools completed the full survey, either by mail, fax, or phone. This constituted a 64.1% response rate for the random survey and thus represented a rich vein of information applicable to a District-wide evaluation of the future of these programs.

In addition to the survey, 4 case studies of specific school sites were undertaken. These included two schools with a successful program (each with different characteristics), a school that had decided not to establish a garden, and a school whose long-time garden had recently been abandoned. The schools covered a wide geographic area and included Eagle Rock (formerly Cluster 9, now District E – northeast L.A.), Ford Boulevard (formerly Cluster 19, now District H - East L.A.) 135th Street Elementary (formerly Cluster 23, now District K– Gardena), and Park Western (formerly Cluster 26, now District K – San Pedro).

Survey Findings

Status of gardens district-wide

The results indicate that slightly more than 50% of school sites surveyed have a school garden. This indicates that school gardens are an activity at a significant number of schools within the LAUSD and represent an important baseline of support for a fully institutionalized program.

Most of these school gardens have been in place for more than a year, with a median average of 3.25 years. About 15% of these schools had developed a garden within the past year and about the same number of schools had gardens that had been in existence for ten years or longer.

Of the schools currently without a garden, about 15% previously had a garden but had subsequently abandoned it. About a third of the schools have never had a garden, although interest was expressed at many (71.4%) of these schools in developing such a program in the future.

For these schools, the most common reasons identified for the absence of a garden included lack of funding (78.6%), teacher overload (71.4%), lack of space (64.3%), lack of a coordinator or supervisor for the garden (57.1%), and lack of gardening experience and maintenance problems (39.3%).

For the schools that previously had gardens but do not currently, most of the schools (72.8%) had gardens for two years or longer. The most common reasons cited for ending the garden program included teacher overload (33.3%), lack of funding (33.3%) and

the fact that space was no longer available (25%). Other reasons cited included the difficulty of maintaining a garden during breaks, the lack of parent or volunteer support, the amount of time required to maintain a garden, and the paving over of the grounds such as a parking lot that was built over the old garden site. Over half (66.7%) of respondents expressed interest in restarting a garden if given further support.

Teachers used gardens as a teaching tool in a variety of subject areas including science (100%), language arts (86.0%), health (79.1%), mathematics (76.7%), and art (67.4%). 14% of respondents made links between the cafeteria/food services and the garden.

To support school gardens, 70.5% of schools with gardens had a school garden committee while parental involvement occurred at 63.6% of the schools. Less than half, 43.2% of the schools, reported help from community organizations in sustaining their gardens.

Case Studies

Interviews with key personnel at four elementary schools were conducted to provide more in depth information than available through the survey and to further highlight the benefits and challenges of sustaining school gardens in the LAUSD. These schools were selected for the range of possibilities involving the start-up, sustainability, and lack of a garden and its integration into the broader school program.

Park Western Elementary School: Creating a New Garden

The garden planter boxes at Park Western Elementary School in San Pedro were built and installed by parents and first used by students during the 1999-2000 school year. The school was one of the recipients of the “Gardens for Kids LA” grants, which provided plants for the garden. The “Gardens for Kids LA” program provided \$4,000 to schools and was administered by the City’s Environmental Affairs Department (EAD). In addition to support from the “Gardens for Kids LA” program, the Park Western student council supported the garden efforts by clearing the boxes and purchasing additional plants.



Photo by Tegan Horan

On the day of the site visit, students were preparing the soil for planting, measuring the distance between plants, as well as planting strawberries, tomatoes, and carrots. Sue Goldberg, Magnet Coordinator, described how the garden had gotten started when a math/science magnet teacher took the initiative to construct the boxes and apply for funding. That key teacher has since left the school, but the garden has continued because individual teachers have decided to use the garden as a

teaching tool. According to Goldberg, making time to garden in this era of standardized testing and mandated curriculums can be a challenge at all grade levels, especially with an increased emphasis at the state, district, and school levels on reading and language arts.

135th Street Elementary School: A School Garden Uprooted

135th Street Elementary School in Gardena had a long history of gardening- for 45 years it used a garden as a laboratory for learning. The garden was a team effort between a number of teachers, with no single teacher leading the effort. When the garden was cultivated, it was especially popular with the kindergarten classes. However, as standards became stricter within the district and the highly structured Open Court program was implemented, participation by other classes dwindled, with the exception of special education classes that had less regimented schedules. While there continued to be some level of participation in the garden, the school nevertheless frequently encountered vandalism problems that undercut administrative support for maintaining the area. The immediate cause of the garden's demise was a construction project undertaken to make way for "wired" classrooms. Without support at the top, the idea of a garden as a defined plot of land used for learning and recreational purposes was no longer viable.

Despite this loss of support, and even after the garden was paved over for the computer construction project, there continued to be teacher and student interest in utilizing the growing of plants

in planter boxes within the classroom itself as a learning strategy. For example, one third grade teacher, Millie Mueller, assigned each student to care for a plant that sat on top of the student's desk as part of her science curriculum.



Photo by Tegan Horan

In addition, several faculty at 135th Street have raised the possibility of putting in a new garden, using planter boxes over an asphalt portion of the school yard. However, without a lead teacher to initiate grant proposals, there are no current plans for a garden. Teachers and administrators at the school have expressed support in principle for the concept, but also indicate that individual teachers feel too overwhelmed with other duties to take the initial responsibility and play the lead role in pursuing even a planter box approach.

Eagle Rock Elementary School: Reviving a Garden

In a schoolyard of tree-speckled asphalt, the Eagle Rock garden is an oasis of green. Revived in 1998 by a group of teachers, parent volunteers, students, and community members, Eagle Rock

Elementary established a thriving garden with different theme areas including Native American, Shakespearean herb, butterfly, vegetable, and flower. Most of the plants were started by seed and grown under lights in the classroom and then transported outside. In order to manage so many students in the garden, classes often break out into smaller groups of 5 and divide specific tasks, rotating stations on each visit to the garden. Paige LaCombe, a teacher who has played a lead role in establishing and maintaining the garden, attended LAUSD's LASI gardening conference where she gathered resources, tips on teaching in the garden, a worm bin, and classroom grow lights. In addition to science and language arts curricular links to the garden, teachers at Eagle Rock are attempting to make connections between nutrition, gardening, and food services. In the fall of 2001 the school will offer a salad bar to its students, and LaCombe hopes that students will see the link between the food they are growing and the fruits and vegetables available on the salad bar. Curriculum materials from the "5-A-Day" program have also been utilized for nutrition education.

Ford Boulevard Elementary School: No Plans for a Garden

Ford Blvd. School in East L.A. has never had a school garden and an interview with Principal Robert Venegas identified issues that have prevented one from taking root. Venegas stated that he understands the utility of school gardens and even sees gardening as a "rewarding experience." However, he also argues that the risk of vandalism, which he sees as a core barrier at Ford Elementary, outweighs the benefits of establishing a

school garden. Venegas believes a garden would have to be fully enclosed to be safe from vandals and he doesn't want to disappoint students by having them cultivate a garden only to have it become damaged or destroyed. Other factors, cited as less important by Venegas include lack of a coordinator, and the absence of teacher support, gardening experience, space, or funding. However, Venegas was most concerned about the safety of a garden in the inner city and thought the other barriers could be overcome if a safe place was available.

Discussion

Results from the survey and case studies indicate some important patterns. Of the schools surveyed, just over half of the schools stated that they have operating gardens, many of them established in the period following the launching of the Garden in Every School concept in 1995. A small percentage of schools had established garden programs that were subsequently abandoned, due to such factors as maintenance problems, a weak link to curriculum, and/or the loss of a key volunteer or teacher. Most gardens have relied on one single individual or just a few teachers or volunteers to maintain a program, which creates pressures (especially for teachers), due to a work overload. Many of the programs have sought to establish a curriculum link, such as through science and math instruction based on the gardening experience. Such activities, however, tend to be separate from the standards-based curriculum that dominate the teaching day. Many teachers would like to garden, but they are overwhelmed by their other responsibilities, including the pressures

for increasing academic achievement and district mandated, highly structured, and time consuming curricula. Several identified a need for gardening support. A very small percentage of the schools have established a link to the school cafeteria or more generally to *food issues* as part of the learning process as well as the school-food experience. “The main challenge,” one teacher argued, “is management of 20-30 children working in an 8x8 garden plot on a regular basis.” Other challenges identified include finding knowledgeable and available adults to assist the children, taking time from the curriculum to integrate gardening with academic standards, frustration in having inadequate tools, supplies, and proximate sources of water, the vandalism issue identified by Principal Venegas, and continuity of the garden during break periods. Several of the teachers also identified their need to purchase materials with their own money. Many grants do offer small amounts of money, but do not offer individual assistance, another core problem area. Where such programs exist, even on a limited or ad hoc basis, they have been influential, particularly in helping initiate new programs.

In terms of success stories, most respondents attributed their successful gardens to the development of a school-community link and/or to the role of dedicated teachers who recognize the value of gardening as part of their own approach to teaching. As one principal put it, her school garden had become a success due to the garden-curriculum link becoming part of the school’s own vision statement for creating a successful school. The value of gardens as a teaching tool, and, potentially, a more direct or hands-on method for learning,

was raised both by survey respondents and those interviewed for the case studies.

In sum, the school garden survey pointed to a large base of existing garden programs in which to build toward the garden in every school goal. However, as a first step toward institutionalizing the program, garden programs require a range of support mechanisms to more fully integrate such programs into the school mission. These include more secure funding for maintenance, more developed teacher and parent support strategies, more direct opportunities to link the garden to curriculum, the need to establish stronger school-community linkages that could also address such problems as security and vandalism, and the absence of any “school-food” identity associated with such a program, such as through a link to the school cafeteria. In the longer term, school garden programs, as a form of “learning-by-doing” or education in real world settings, provide one critical component of an approach to curriculum that can should expand the development of standards to these kinds of educational strategies.

The results of the LAUSD school garden survey (and related research regarding K-12 school food programs undertaken by the Center for Food and Justice) point to the importance of developing constituencies (whether teachers, parents, administrators or community members) and the role of policy in helping initiate and sustain these kinds of innovative approaches. School food services have operated on the basis of meeting core economic criteria (generating sufficient revenues to operate in the black) and have long been

disassociated with classroom objectives. School garden programs have been established often when a single individual, such as a teacher or parent, promotes the idea and lays the groundwork for its implementation. In this way, garden programs as well as the school lunch program often operate at the margins of the classroom and on an ad hoc semester-to-semester basis, despite their potential to provide new strategies for education. And for both the cafeteria and the garden, learning about community food security (including how food is grown, where it comes from, the importance of access to fresh and healthy foods, etc.) in a school context could potentially bring together environmental, educational, and nutritional objectives. Keys to achieving those goals reside in the policy domain, discussed below.

New Policies, Healthy Schools

To support a garden in every LAUSD school, individual initiatives, pilot projects, and small-scale programs need to become institutionalized, buttressed by a set of policies that recognize the value of a school garden as part of the development of Healthy Schools and interactive learning strategies. To that end, we recommend that the following policy approaches be developed:

A. The Board of Education of the Los Angeles Unified School District should adopt a formal policy and mission statement on the need to develop a garden in every school program. Such a policy would recognize the value of school gardens as a learning strategy and their link to science-based, environmental, nutrition education, and other areas of the curriculum. Such a

policy statement should also be incorporated into a broader “Healthy Food, Healthy Schools” policy that addresses school lunch issues, food purchasing, and food waste and recycling.

B. The LAUSD should extend the Los Angeles Systemic Initiative and the Garden In Every School training programs to become District-wide. School-based teams that link nutrition education with the cafeteria, classroom, and garden should be continued and expanded to schools that are not eligible for Title I funding.

C. School garden programs should be integrated and supported with other landscape and environmental initiatives such as tree plantings and asphalt removal.

D. All new schools constructed in the district should include an unpaved area for a garden as part of the school and landscape design.

E. Standards-based garden curriculum materials should be made available to teachers interested in using the garden as a classroom. Hands-on, real-world learning strategies such as school gardens, environmental education programs, service learning, and other similar initiatives should become part of any school accountability agenda, and standardized testing, if and when such an approach is implemented, should include this dimension to learning.

F. The LAUSD should pursue community partnerships in the development, utilization, and maintenance of school gardens, where such a partnership is viable.

Garden Opportunities: A Conclusion

All we need “is a rake and a hoe, and a piece of fertile ground,” Arlo Guthrie sings. In Los Angeles schools, the rake, the hoe, and that piece of ground are critical, but so too is the nurturing of teacher, parent, student, and community support systems within an institutional commitment to the sowing and maintenance of these gardens over time. Those individuals, primarily teachers and parents, who have dedicated themselves to the many gardens which have been established in the past few years need to be recognized for their role in what has been a difficult, time-consuming, and, most often, an added-on activity.

The opportunities are there if the unheralded work of individuals becomes scaled up to be both a District-wide program and the basis for a new policy of an expanded approach to learning.

*Many thanks to the teachers, principals, and other school personnel, who took the time to respond to this survey, participate in interviews, and/or host site visits.

Works Cited

Acuna. A. A child’s garden of lessons. *Los Angeles Times*. January 3, 2000.

Bassett T. Reaping on the Margins: A Century of Community Gardening in America. *Landscape*. 1981; 25(2):1-8.

Davis M.A. School Gardening Pilot Project: Growing Healthy Children-Letter to Parents with Preliminary Findings. San Francisco: University of California at San Francisco, June 3, 1997.

CDE. School Garden Project. California Department of Education Nutrition Education and Training Program. Sacramento, CA: California Department of Education, 1998.

Appendix: School Garden Survey Results

Urban & Environmental Policy Institute, Occidental College
April 5, 2001

All 131 schools that received surveys were contacted by telephone and asked whether or not they had a school garden (defined by having a growing area that incorporated students and curriculum).

RESPONSE	NUMBER	PERCENT
Yes	62	47.3%
No	63	48.1%
Unsure	7	5.3%

Of the 131 schools that received the survey, 84 responded either by mail, fax, or over the telephone – a **64.1% response rate**.

Question one of the survey was asked of all schools, and guided them onto the section of the survey pertinent to their schools' situation.

Question One (Table 1): “We want to know if you currently have a school garden, previously had a school garden that no longer exists, or do not have a school garden.”

44 schools, representing 52.4% of the respondents, **currently have a school garden**:

Cohasset St El, 42 Street Charter El, 59th Street El, 75th St El , 93rd Street School, Albion El, Aldama El, Annandale El, Bandini Street El, Bridge Street El, Canfield Ave El, Castelar El, Clover El, Compton Ave El, Dahlia Heights, Delevan Drive El, Eagle Rock El, Erwin Street School, Fletcher Dr. El, Garvanza El, Glassell Park El, Glenfeliz Blvd El, Granada El, Gratts El, Kester Ave El, Lane El, Loreto St El, Lovelia P. Flournoy El, Main Street School, Melvin Ave El, Mountain View El, Mt. Washington El, Park Western El, Parthenia St El, Roscomare Road El, San Fernando El, Santa Monica Blvd El, Saturn Street El, Sierra Vista El, Strathern St School, Telfair El, Toland Way El, Vermont Ave El, Walgrove Ave El

12 schools, representing 14.3% of the respondents, **do not currently have a school garden, but they did in the past**:

135th Street El, 9th Street El, Anatola El, Bassett El, Chapman El, Dayton Heights El, Dorris Place, Flournoy El, Micheltorena El, Monte Vista El, Riverside Drive El, Sharp Ave El

28 schools, representing 33.3% of the respondents, **do not have a garden and did not in the past**:

28th St El, 74th Street Gifted Magnet LEARN Charter School, Annalee Ave, Atwater Ave El, Brainard El, Bryson Ave El, Burton El, Bushnell Way, Clifford St El, Fair El, Ford Blvd El, Fries Ave El, Garden Grove El, Hancock Park El, Hawaiian Ave El, Holmes Ave El, Lanai Rd El,

Langdon El, Loyola Villiage, Middleton St El, Norwood El, President Ave El, Ramona El, Rockdale El, San Pascual El, Stanford El, Union El, Victory El

STATUS OF GARDEN	NUMBER PER CATEGORY	PERCENT OF RESPONDENTS
Current garden	44 of 84	52.4%
Garden in the past, no longer exists	12 of 84	14.3%
No garden	28 of 84	33.3%

Table 1. Responses to Question 1, status of garden.

Questions Two through Four were asked to schools without a garden.

Question Two. (Table 2) Asked to schools without gardens: “Why is there no garden at your school?”

The following were given as reasons for why schools did not have gardens.

- Had no knowledge about school gardens
- Teachers overloaded with current duties
- Lack of individual coordinator or garden supervisor
- Lack of support from teacher, parents, principal, school district, ground’s crew
- Lack of gardening experience
- Lack of space due to class-size reduction, portable classrooms, changes in playground area
- Lack of funding
- Vandalism and/or security problems
- No connection to curriculum
- Maintenance problems (too much sun/shade, water access)

REASONS FOR WHY NO GARDEN	NUMBER PER CATEGORY	PERCENT OF RESPONDENTS
No knowledge about school gardens	3 of 28	10.7%
Teachers overloaded	20 of 28	71.4%
Lack of individual supervisor or coordinator	16 of 28	57.1%
Lack of support from teachers	2 of 28	7.1%
Lack of support from parents	0 of 28	0.0%
Lack of support from principal	1 of 28	3.6%
Lack of support from school district	0 of 28	0.0%
Lack of support from the grounds’ crew	1 of 28	3.6%
Lack of gardening experience	11 of 28	39.3%
Lack of space	18 of 28	64.3%
▪ Due to class-size reduction/ portable classrooms	11 of 18	61.1%
▪ Due to changes in playground area		
▪ Due to other issues (blacktop, no dirt, lots of concrete, no soil area, no green space inside the school, general lack of space)	9 of 18	60.0%

<ul style="list-style-type: none"> No reason given for lack of space 	7 of 18	38.9%
Alternative methods to deal with lack of space?	4 of 18	22.2%
<ul style="list-style-type: none"> Lack of space, but have considered container gardens 	7 of 18	38.9%
<ul style="list-style-type: none"> Lack of space but have considered windowsill gardens 	2 of 18	11.1%
<ul style="list-style-type: none"> No response to alternative methods 	4 of 18	22.2%
Lack of funding		
<ul style="list-style-type: none"> Those who cited lack of funding who also applied for grants 	22 of 28	78.6%
<ul style="list-style-type: none"> Applied for grants through CA Dept of Education, NET 	4 of 22	18.2%
<ul style="list-style-type: none"> Applied for funds through Youth Garden Grant, National Gardening Association 	0 of 4	0.0%
<ul style="list-style-type: none"> Applied for other grants (Garden Magic Kids, playground grant, technology grant) 	1 of 4	25.0%
	3 of 4	75%
Vandalism/security problems	6 of 28	21.4%
No connection to curriculum	3 of 28	10.7%
<ul style="list-style-type: none"> Those with no connection to the curriculum who have nutrition curriculum 	0 of 3	0.0%
<ul style="list-style-type: none"> Those with no connection to the curriculum who have made efforts to integrate a garden into the curriculum 	0 of 3	0.0%
<ul style="list-style-type: none"> Those with no connection to the curriculum who are aware of curriculum aids such as Life Lab 	0 of 3	0.0%
Maintenance problems (sun/shade, water access)	11 of 28	39.3%
Other reasons for no garden (lack of available space, whole focus on academics -- test scores, need a planting area, assistance in planning and running, ground very hard, water access is a problem in areas, garden is in the works because of interest of parent)	7 of 28	25.0%

Table 2. Reasons for no garden.

*Total percentages are greater than 100 because respondents were advised to select all reason that were factors.

Question Three. (Table 3) “Is there any interest in starting a garden at your school?”

INTEREST IN STARTING A GARDEN	NUMBER PER CATEGORY	PERCENT OF RESPONDENTS
Yes	20 of 28	71.4%
No	6 of 28	21.4%
No Response	2 of 28	7.1%

Table 3. Levels of interest in starting a school garden at schools that currently do not have a garden and did not in the past.

Question Four. (Table 4) “What factors would facilitate the development of a garden at you school?”

FACTOR	NUMBER PER CATEGORY	PERCENT OF RESPONDANTS
Funding	25 of 28	89.3%
Technical assistance	20 of 28	71.4%
Curriculum link	19 of 28	67.9%
Parent/Community Involvement	18 of 28	64.3%

Table 4. Factors that would facilitate development of new gardens. *Total percents are greater than 100 because respondents were asked to check all that apply.

Questions Five through Eight were asked to schools that had a garden in the past, but do not now.

Question Five. (Table 5) “How long was your garden maintained?”

LENGTH OF TIME GARDEN MAINTAINED	NUMBER PER CATEGORY	PERCENT OF RESPONDENTS
One year	2 of 11	18.2%
Two years	4 of 11	36.4%
Other (Range from 10 to 50 years)	4 of 11	36.4%
Not sure	1 of 11	9.1%

Table 5. Length of time garden maintained for schools with gardens in the past, but not currently.

Question Six. (Table 6) “Why did the garden program end?”

The following reasons were given for why the program ended:

- Teachers overloaded with other duties
- Overload for maintenance staff
- Lack of Funding
- Space was no longer available
- Lack of gardening experience
- Maintaining the garden during breaks
- Other maintenance problems
- Lack of parent/volunteer support
- Vandalism/security problems
- Not effectively integrated into curriculum
- Took too much time
- Other

REASON WHY THE GARDEN PROGRAM ENDED	NUMBER PER CATEGORY	PERCENT OF RESPONDENTS
Teachers overloaded	4 of 12	33.3%
Maintenance staff overloaded	1 of 12	8.3%

Lack of funding	4 of 12	33.3%
▪ Those who experienced lack of funding who applied for grants	2 of 4	50.0%
▪ Through the CA Dept of Education or Net	1 of 4	25.0%
▪ Through Youth Garden Grant or National Gardening Association	0 of 4	0.0%
▪ No response	1 of 4	25.0%
Space no longer available	3 of 12	25.0%
▪ Those with no space who tried container gardens	1 of 3	33.3%
▪ Those tried window gardens		
▪ Space was no longer available because of class size reduction/increase in portable classrooms	0 of 3	0.0%
	2 of 3	66.6%
▪ Because of changes in playground area	0 of 3	0.0%
▪ Because of other reasons	1 of 3	33.3%
Lack of gardening experience	1 of 12	8.3%
▪ Those with lack of experience who are aware of start-up guides and community resources	1 of 1	100.0%
Difficulty maintaining during breaks	3 of 12	25.0%
Other maintenance problems	1 of 12	8.3%
Lack of parent/volunteer support	3 of 12	25.5%
Vandalism/security problems	1 of 12	8.3%
Not integrated into curriculum	1 of 12	8.3%
Too much time	2 of 12	16.7%
Other (teacher in charge got sick then died during the year, teachers too intent with accountability, not seen as a teaching tool, instead grow in class on smaller scale, weeds, parking lot built over old garden, laziness, school is now all blacktop, technology wiring is in only area, not active this year due to gophers, teacher who ran it transferred, teacher who was in charge of garden became ill (cancer) and sub who took over is not willing to run garden)	8 of 12	66.7%

Table 6. Reasons why garden programs ended.

*Total percents are greater than 100 because respondents were asked to check all that apply.

Question Seven. (Table 7) Is there any interest in restarting a garden at your school?

INTEREST IN RESTARTING A GARDEN	NUMBER PER CATEGORY	PERCENT OF RESPONDENTS
Yes	8 of 12	66.7%
No	2 of 12	16.7%
No response	2 of 12	16.7%

Table 7. Interest in restarting gardens.

Question Eight. “What support is needed (to restart a garden)?”

Free response answers:

- Curriculum link, maintenance of staff/ class development
- Funding, people, support
- Funds, expertise
- Have used Ameriliteracy volunteers for previous program. Need and will be using them this year to start another garden
- Need leadership
- Permanent school building would open up more space for rest of school including garden
- Rid of gophers, water
- Space
- Supplies, tools, units of instruction K-5
- Tech support, materials
- Time, someone to be enthusiastic and keep it going after it is started.
- Very little, general supervision and support

Questions Nine through Twenty were asked to schools that currently have gardens.

Question Nine. “How long has the garden program at your school been in existence?”

Free response answers:

Starting now, 1 month, less than 1 year, 1 year, 1 year, 1 year, 1 year, since Feb 2000, 1.5 years, 2 years, 2 years, 2 years, 2 years, 2 years, 3 years, 3 years, 3 years, 3 years, 3 years, over 3 years, more than 3 years, 4 years, 4 years, 4 years (off and on), 4 years, over 4 years, 5 years, 5 years, 5 years, about 5 years, 6 years, at least 7 years, 7-8 years, 10 years (approx.), over 10 years, 12-15 years off and on, 14 years, 20 years (approx.), on and off for last 50 years, many years

Mean: approximately 5.5 years

Median: 3.25 years

Mode: 2 years

Question Ten. (Table 8) “What grade levels use the garden?”

GARDEN AVAILABLE TO ALL GRADE LEVELS?*	NUMBER PER CATEGORY	PERCENT OF RESPONDANTS
Yes	19 of 44	43.2%
No	24 of 44	54.5%
No response	1 of 44	2.3%

Table 8. Garden availability to students.

*Numbers are approximate based on the premise that K-5 denotes access to all students.

Free responses:

- | | | |
|-------------------------------------|--|--------------------------------------|
| ▪ All grades have access | ▪ K-5 | ▪ Pre-K, 1, 2 |
| ▪ All grades | ▪ K-5 | ▪ 1 |
| ▪ All (Pre K-5) | ▪ K-5 | ▪ 1 (also 5 in past) |
| ▪ Available for k-5, not fully used | ▪ K-5 | ▪ 1, EE Spec. Ed, 5th |
| ▪ Grade 3 | ▪ K-5 | ▪ 1-5 |
| ▪ K | ▪ K-5 (all have access plus faculty/staff use) | ▪ 1-5 |
| ▪ K | ▪ K-5 (all) | ▪ 1-5 |
| ▪ K and 4 | ▪ K-5 (all) | ▪ 1-6 (all) |
| ▪ K and 4/5 | ▪ K-5 (all) | ▪ 2-4 |
| ▪ K, 2, 5 | ▪ K-6 | ▪ 3-5 mostly, sometimes lower grades |
| ▪ K-1 | ▪ Kindergarten | ▪ 4-5 with some 3 |
| ▪ K-1 | ▪ Pre K -5 | ▪ 5 |
| ▪ K-3 | ▪ Pre K-5 | ▪ 5th grade |
| ▪ K-4 | ▪ Pre K-5 | |

Question Eleven. (Table 9) “Please estimate the square footage of your school’s garden.”

APPROXIMATE SIZE	NUMBER PER CATEGORY*	PERCENT OF RESPONDENTS
Less than 100 sq. ft.	5 of 30	16.7%
100 sq. ft. – 200 sq. ft.	8 of 30	26.7%
201 sq. ft. – 300 sq. ft.	1 of 30	3.3%
301 sq. ft. – 400 sq. ft.	2 of 30	6.7%
401 sq. ft. – 500 sq. ft.	2 of 30	6.7%
501 sq. ft. – 600 sq. ft.	2 of 30	6.7%
601 sq. ft. –700 sq. ft.	1 of 30	3.3%
701 sq. ft. – 800 sq. ft.	1 of 30	3.3%
801 sq. ft. – 900 sq. ft.	1 of 30	3.3%
901 sq. ft. – 1,000 sq. ft.	1 of 30	3.3%
1,001 sq. ft. - 2,000 sq. ft.	3 of 30	10.0%
2,001 sq. ft. – 3,000 sq. ft.	2 of 30	6.7%
3,001 sq. ft. – 4,500 sq. ft.	1 of 30	3.3%

Table 9. Approximate size of school gardens.

*Due to the fact that seven (7) of the forty-four (44) did not respond, and another seven (7) gave incomplete answers that were not computable, the percentages are calculated out of thirty (30), the number of schools with gardens who answered the square footage question completely.

Approximate garden size for 30 schools:

▪ 48 sq. ft.	▪ 128 sq. ft.	▪ 690 sq. ft.
▪ 50 sq. ft.	▪ 150 sq. ft.	▪ 729 sq. ft.
▪ 60 sq. ft.	▪ 200 sq. ft.	▪ 900 sq. ft.
▪ 72 sq. ft.	▪ 270 sq. ft.	▪ 1000 sq. ft.
▪ 75 sq. ft.	▪ 320 sq. ft.	▪ 1028 sq. ft.
▪ 100 sq. ft.	▪ 350 sq. ft.	▪ 1360 sq. ft.
▪ 100 sq. ft.	▪ 440 sq. ft.	▪ 2000 sq. ft.
▪ 108 sq. ft.	▪ 500 sq. ft.	▪ 2135 sq. ft.
▪ 112 sq. ft.	▪ 512 sq. ft.	▪ 2500 sq. ft.
▪ 120 sq. ft.	▪ 600 sq. ft.	▪ 4500 sq. ft.

Average: 705.2 sq. ft.

Mean: 320 and 350 sq. ft. so 335????

Mode: 100 sq. ft.

Free response to Question Eleven:

- 1[10'x20'] and 1[30'x8']
- 10[8' x 4'] garden boxes
- 100 sq. ft. (total)
- 12'x6'
- 15'x5'
- 16' x 8' actual planting area
- 18' x 50'
- 20' x 30'
- 200 sq. ft.
- 20'x30'
- 20'x40'; 20'x20'; 5[4'x8']
- 2'x10'x36" garden beds
- 3 sections unknown sq. footage
- 3[15'x20'] flatbeds and 4[4'x8'] planter boxes
- 3[4' x 5'] planters
- 4 parcels of 12 sq. ft. each
- 9 [9'x9']
- 9[3'x10'] boxes and a 40'x20' lawn parents put in
- Large space: 8[2' 8"x14'] raised bed, 23' 6"x17' 4", 2[25' 3"x24' 7"], 24' 7"x25'3"
- No dimensions but did include a diagram and photos
- Various individual gardens plus hillsides. Each individual garden is approx. 24 to 250 sq. ft.
- 4 raised beds, 2 in ground flower beds
- 4[(7' X 4')]
- 40'x40' flower bed, 30'x30' raised vegetable Bed
- 5 [18sq ft.] garden boxes; 2 [9sq ft.] boxes
- 5 beds
- 5' x 20'
- 5' x 30'
- 50 sq. ft.
- 50' x 10'
- 50 yards x 10+ yards (diagram)
- 6[2'x10']
- 7 planter boxes and 8 planters: about 350 sq. ft. total
- 8 (8'x8') raised beds
- 900 (sq. ft.?)
- We are in the process of enlarging. By Sept 1000 sq. ft.
- 40' x 50'

Question Twelve. “What kinds of plants grow in your school’s garden?”

- All kinds
- All kinds of fruit, vegetables, flowers, indigenous plants
- Beans, corn, carrots, lettuce, sunflowers, wildflowers, brussel sprouts, etc...
- Carrots, beans, pumpkin, lettuce, tomatoes, cilantro, parsley, cucumbers, watermelon
- Corn, squash, flowers
- Cucumbers, corn, tomatoes, beans
- Flowers
- Flowers, bulbs, 8 small trees
- Flowers, mint, wheat, herbs
- Flowers, tomatoes, squash, green beans, radishes
- Flowers, vegetables, butterfly, salad bar, pizza garden
- Fruit, nut, sugar cane tree grove; wildflowers; roses
- Herbs, cacti, chaparral plants
- Herbs, vegetables, flowers
- Many types of vegetables
- Mostly vegetables, flowers, trees, shrubs
- Native plants and vegetables
- Roses, bulbs, vegetables (squash), strawberries
- Seasonal vegetables and flowers
- Sunflowers and tomatoes
- Sunflowers, beans, carrots
- Sunflowers, carrots, flowers, pumpkins, turnips, etc
- Tomatoes, bell peppers, flowers, carrots
- Variety determined by teachers
- Variety; vegetables, flowers
- Various flowers, fruit trees, rosemary bushes, grass, roses
- Vegetables
- Vegetables
- Vegetables
- Vegetables
- Vegetables
- Vegetables and flowers
- Vegetables and flowers
- Vegetables and flowers
- Vegetables and flowers
- Vegetables, flowers
- Vegetables, flowers, and native flora
- Vegetables, fruit trees, perennials
- Vegetables, herbs, flowers (perennial & annual), some fruit trees
- Vegetables, lettuce, strawberries, radishes
- Vegetables, roses, radishes, corn; indigenous plants: tomatoes, coco, herbs
- Vegetables, strawberries
- Vegetables, sunflowers

Question Thirteen. (Table 9.) “Please check all the curriculum areas that incorporate the school garden.”

CURRICULUM AREA	YES (NUMBER OF RESPONSES AND PERCENT OF TOTAL)*	NO (NUMBER OF RESPONSES AND PERCENT OF TOTAL)*
Science	43 of 43 (100%)	0 of 43 (0.0%)
Mathematics	33 of 43 (76.7%)	10 of 43 (23.3%)
Language arts	37 of 43 (86.0%)	6 of 43 (14.0%)
Physical Education	10 of 43 (23.3%)	33 of 43 (76.7%)
Social Studies	24 of 43 (55.8%)	19 of 43 (44.2%)
Health	34 of 43 (79.1%)	9 of 43 (20.9%)
Art	29 of 43 (67.4%)	14 of 43 (32.6%)
Food Services (cafeteria)	6 of 43 (14.0%)	37 of 43 (86.0%)
Other (ESL and career planning)	2 of 43 (4.7%)	41 of 43 (95.3%)

Table 9. Subject areas tied to school gardens.

*One school failed to complete this section of the survey, therefore the totals are out of forty-three (43) instead of forty-four (44).

Question Fourteen. “Does a school garden committee exist at your school?”

Yes: 31 (70.5%)

No: 10 (22.7%)

Unsure: 3 (6.8%)

No: 14 (31.8%)

Unsure: 2 (4.5%)

Question Fifteen. “Is there parent involvement with the garden?”

Yes: 28 (63.6%)

Question Sixteen. “Is there principal support for the garden?”

Yes: 41 (93.2%)

No: 1 (2.3%)

Unsure: 2 (4.5%)

Question Seventeen. “ Does maintenance staff support the school garden?”

Yes: 28 (63.6%)

No: 13 (29.5%)

Unsure: 3 (6.8%)

Question Eighteen. “Do community organizations help with the garden?”

Yes: 19 (43.2%)

No: 25 (56.8%)

Unsure: 0 (0.0%)

Organizations schools listed as helpful: BFI, Boy Scouts, Jeopardy, Fremont Parent Cluster, California Conv. Corps construction company cut concrete, Gotch landscaping, Home Depot, Kurt and Ann Douglas playground Grant, matching funds \$25K, Friends of Canfield, Gardening Angels, Lions Club, Girl Scouts, Green LA, unsure of name-- they planted trees, Home Depot, LA Conservation Corps, local nurseries (plants), LA Conservation Corps, Rotary of Van Nuys, LACC, US Borax, Nick Pacheco, LA-SI, LACC, Gardens 4 Kids LA, Common Ground, Nutrition Grant, Gardens for Kids, Occidental College, Northeast Trees, Paramount Pictures, Hollywood Beautification, Steve Morgan(alumni) family and board of his foundation, Urban Forestry, Urban Resources Partnership, Tree People, Valley Glen Beautification Committee; donated strawberry plants from community.

Question Nineteen. “What challenges arise in maintaining the school garden?”

- Money, water, parent work power, principal does not want to expand, locks for gate to water during summer
- Broken sprinklers so we must hand water and or "waterbed" sprinkler

- Community- we are in a low-income crime-ridden area (gangs etc.) they destroy our garden several times a year its very discouraging
- Continuity of support from teachers, no follow-through from teachers first started with k teacher, now not well maintained by teachers; not strong commitment by all teachers and those who did commit didn't follow through; don't want to create more work for maintenance staff -- gardens not maintained can be eyesores
- Cost; supplies
- Difficult to maintain during school holidays; no funding; with the emphasis of the uninterrupted literacy block it is difficult to squeeze anything into the day but language arts, ESL and math (PE mandated too)
- District cooperation and support-- too much red tape to cut through just to have kids garden
- Finding the time and personnel to tend and water the garden; Vandalism; Toxic soil; Pest management
- Funding -- finding ways to pay for plants, fertilizer, tools, classroom materials, etc. We are a small school with very limited resources and a lot of needs. Actual District funding for gardens is needed.
- Getting it watered regularly; pruning and regular maintenance.
- How to organize and plan the year's program; How to schedule class use; how to define the needs to set up goals
- Keeping people out of garden area over the weekends
- Lack of convenient water; OPEN COURT reading program taking

- time from most curricular areas; lack of time for meetings, in-services, etc
- Mainly teacher supported, so teachers take it on as an additional activity. No resource coordinator, so dependent upon teachers
 - Manpower to weed, plant, water; Would like full-time garden coordinator; No place in district to get plants -- actual flowers and plants rely on donations and plants not through district
 - Middle school students pulling out plants; lack of water at various sites, children must carry the water
 - Not enough community and staff support exists. We have 2 hard working teachers who support the garden. We have had extreme vandalism that seems to have finally subsided and we never gave up.
 - Not enough time for school teachers to focus on the garden (are focused on Stanford 9 test); no pesticide use hard
 - Not enough time! Currently getting water to the garden is a problem. Broken pipes. Supposedly this summer it will be repaired. Our garden used to be part of the science center, which is gone. The entire garden is so big and the school district will not help maintain. Our principal thinks everything we do is wonderful but gives very little support. The weeding is killing us. Teachers are unsure of and unwilling to use the garden. There are very few of us that do keep it running. Person who ran garden retired last week. I'll be learning as I go.
 - On weekends the garden is vandalized; Proper fencing; Security; Materials for maintenance; Supplies
 - Ongoing maintenance such as watering and planting
 - Sink hole problems; weeds (no pesticide use allowed)
 - So many new changes in school for example new teachers, going on and off track, new programs and/or staying committed to our garden
 - Some of the challenges are obtaining gardening tools and seeds, seedlings and soil conditions
 - Space is small, watering is difficult, have to have a hose; \$\$ --are often recycling seeds, that's ok though it's part of science; Vandalism occasionally
 - Storage for materials, equal access of materials for all grades; consistent and reliable water system
 - Teachers feel overwhelmed with standards and the ones with little garden knowledge can't find ways to incorporate into the curriculum. Over the summer we have volunteers sign up for 1-wk time slots to water and weed. We would like to see parent volunteers in every classroom to help.
 - The main challenge is management of 20-30 children working in an 8x8 garden plot on a regular basis. The other challenges are finding knowledgeable and available adults to assist the children, taking time from the curriculum to integrate gardening with academic standards, frustration in having inadequate tools, supplies, and close sources of water and the need to purchase materials with your own money. Many grants offer small amounts of money, but they don't offer people help!
 - Time and man power, weekends etc for watering
 - Trees falling; irrigation; vandalism; maintenance
 - Vandalism

- Vandalism, theft in the community (stealing the vegetables); an adequate irrigation/ watering system, automatic sprinklers would help
- Watering, money, time
- Watering; maintenance; time; try to integrate in curriculum
- Wavering enthusiasm; hard to maintain constant group for maintenance; education on how to plant
- Weather proofing the garden. Maintaining it during vacations. Insect control. We are not allowed to use insecticide. Open space not well suited for a garden. Poor soil.
- Weeds can get out of control; space is limited hard to expand but willing to work it out; Beautification is a major concern.
- Weeds, money for more plants, personnel to assist in wedding. Students do most of the work
- When the teacher in charge of the garden leaves, the new garden coordinator may not follow up on maintenance. There are no water or electrical hookups nearby.

Question Twenty. “If you have a successful garden at your school, to what do you attribute its success?”

- A lot of hard work on the part of teachers in pursuing and obtaining grant funds to help pay for garden costs.
- Adults that help kids focus -- parents or faculty; kids who do work
- An interest of the entire community due to the natural environment surrounding the school
- Beautiful-kids enjoy it; Parental participation; teacher participation
- Consistent care provided by students

- Continued involvement of all stakeholders
- Cooperation between people interested in making it happen
- Getting the community involved more than twice a year on a Saturday
- Grant from LASI (math/science based) started garden; employees didn't want to see it go to waste so stepped in
- Hard work and effort of a garden coordinator and teachers
- Hard work of teachers, students, and parents
- I attribute our success to our hard work, grant writing and increased interest in gardening from LAUSD and City. Two Compton Ave teachers have enlisted student support and worked diligently gardening. Principal/admin support has been helpful.
- Initial teacher motivation
- Initiative and motivation of teachers
- Interest of teachers
- Kids enjoyment
- Mr. Jensen, teacher, students and principal's desire to have an aesthetic environment.
- NE Trees, Cool School Project; principal support and commitment
- Parent support is great; determination to keep it going
- Parent support, teacher interest
- Parents and students from the community did the actual building and planting of the garden, the gardens remain intact and cared for
- Persistence of the teacher is the biggest factor. The teacher's knowledge of gardening helps a lot.
- School-wide vision and plan; school-wide involvement-schools set 9 goals and one of them was to have a garden tied to the curriculum

- Support of teachers especially 1st grade; kids love it
- Teacher and student support
- Teacher interest and willingness to maintain the garden even during vacation periods
- Teacher involvement
- Teachers and students participating as well as the parents and community. Our garden is successful because everyone in the school community offers support and guidance. The school garden is an integral part of the curriculum at each grade level. Provides the hands on experiences that support the lessons, which in turn creates a need for the school garden to exist.
- Teachers hard work, principals support and interest of students
- Teamwork-student parent, teachers--manpower, people working on weekend; Administrator support is key. It really comes down to administrator making sure the campus looks good. If the principal doesn't focus on school beautification, it can really fall through the cracks.
- The gardens that are successful have teachers committed to student involvement, background information, and a willingness to purchase materials on their own. Many teachers would like to garden, but they are overwhelmed by other responsibilities, and pressures for increasing academic achievement and they need gardening help.
- The hard work of Mrs. McDonald and Mrs. Brooks; High interest of the children
- The school garden is a botanical garden with hardy plants and very few annuals. We had a vegetable garden in the area before, but none of

the classes would give it regular maintenance. The garden usually looked like a vacant lot. The garden needs no irrigation. It needs only to be cropped twice a year. We also have a small fishpond with no pump. A bucket of water needs to be added every month. The pathways and the beds are covered with mulch.

Numerous insects, reptiles, birds live in or visit the garden. Nearly all the material is recycled.

- The teachers are committed to using the garden and I am committed to grant writing and getting parents involved. If teachers are not willing, the garden cannot work.
- The teachers who do participate put in a lot of time and effort with the students. Parents are supportive when asked to help.
- We continue to re-do our garden after community vandals destroy it; we have classrooms watering (schedule provided); the assistant principal is the coordinator of the garden

64 of the 84 respondents (76.2%) requested a summary of the report.